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BULLETIN

OF

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A FEW years ago an enthusiastic teacher declared that if a girl in a preparatory school were taught in a certain way, she might be brought to look upon prospective examinations without fear, and might even look upon college entrance examinations as a delightful opportunity to prove her mastery of the subject before a new set of examiners. Now without questioning the accuracy of the statement, and without discussing the question whether the methods of instruction outlined are wise, it may be declared without fear of contradiction that the attitude toward examinations thus set forth as a possibility is certainly not the one usually taken by young women preparing for college. The more usual attitude is that of the applicant who, in reply to the question, "Are you planning to enter by certificate, or by examination?" wrote, "Certificate if I may, examination if I must."

IT is not hard to find reasons for this attitude. Even at the best an examination, if at all searching, implies much in the way of hard labor and mental concentration—two things not always welcomed with delight by young men and women of college age. No weight need be given to any objections on this score, but we cannot brush aside so lightly the conviction on the part of many students that the examination is in large part a lottery. Every one who has associated intimately with either high school or college students has heard such remarks as these: "I was lucky this morning, that examination covered just the things I knew best;" or, "I had the meanest luck, Professor—— hit every one of the things I did not understand."

THIS lottery element is increased when, as in college entrance examinations, the questions are set by some person who is not acquainted with the methods of the teacher who has given the instruction. Teachers are no more infallible than other mortals, and frequently disagree as to the particular parts of a subject on which emphasis is to be placed. If the instructor and the examiner hold the same point of view, the good student will have but little trouble; if they hold opposite points of view, he is apt to feel that he

has not had the opportunity to do himself justice. By way of example consider the case of Mr. Smith, who was an enthusiastic student under Professor A., for many years Professor of Latin in the University of ——. Other things being equal, students prepared by Mr. Smith will do better work on examinations set by Professor A. than students prepared by other instructors, not because Professor A. is partial, but because they have been drilled most carefully on the points which Professor A. considers most essential.

STILL another element of chance enters into every examination, the time when it is taken. A severe cold, a sleepless night, a headache, anxiety concerning others, bad news concerning friends, any one of a myriad of causes may throw the student into a condition in which clear, rapid thinking is an impossibility. But so long as the student is in the preparatory school, or after he has entered college, such difficulties are offset by two important considerations: 1. He is working under teachers who know him and will allow his work from day to day to offset a poor examination; 2. Any particular examination is only one of a series, in the long run the law of averages will hold, and chance will favor him about as much as it will hinder him. College entrance examinations, on the other hand, are taken in a single week, under instructors who have no opportunity to judge the student. It is not to be denied that here, as in the other case, the law of averages holds and that in the long run the students who ought to enter are admitted, and those who ought not to enter are excluded. But there is this important difference: in the preparatory school the law of averages protects the individual and gives him justice; in college entrance examinations the law of averages protects the institution, while now and then an individual suffers an injury for which there is no redress. It is not all remarkable, therefore, that the student is unwilling to submit the work of four years' preparation to the test of a single week of examination, with no means of setting matters straight if circumstances beyond his control lead to his failure.

THERE is, of course, an answer to all this, for many colleges still demand examinations for entrance, and the answer is, that while the method of admission by examination has its defects, the only known alternative—admission by certificate—has so many defects of its own that the college is forced to choose between two evils, and has taken the one which, everything considered, it regards as the less objectionable. The nature of these defects is easily seen from some special examples: A few years ago a high school applied to a certain college for the right of certification. The high school was so far from the college as to make a personal inspection impracticable

and an investigation was therefore carried on by correspondence. After what seemed to the college authorities an adequate investigation of the school, the right was granted and a student admitted. This student proved to be bright and willing to work, but so inadequately prepared that the satisfactory completion of even Freshmen work proved impossible and a forced withdrawal followed. Another case. A school had had the right of certification to a college for a number of years and had sent a number of well prepared students, but one year the students from that school proved unable to keep up with the Freshmen work in French. Third case. A young woman entered a college this fall, and on the basis of her certificate was given credit for German as her second admission language. She expressed a desire to enter a beginner's course in German, and on investigation it was discovered that while she had studied French she had never received any instruction whatever in German.

THE trouble in each of these cases was the same. The college authorities were misled by the certificate. It does not follow that there was an intention to deceive on the part of the high school authorities; this may have been the case, but in the first instance the college probably erred in judgment when it granted certificate rights to the school in question. In the second instance it is probable that the school had changed teachers of French to its own undoing. The third seems to be a case of carelessness pure and simple. The fault in any particular case may lie with the teacher who gives the instruction, the principal who makes out the certificate, or the authorities who grant the certificate privilege, and there may be ample excuse for each and all of them, but the fact remains that in many cases the certificate cannot be relied upon for an accurate statement of the facts.

WE have said that there may be ample excuse for the teacher, or superintendent, or college authorities. Take the case of the teacher. A young woman a few years ago entered a college in her native town, all her friends who attended college entered the same institution, and her high school teachers were graduated from it. Now it so happened that that particular college was unusually weak in the department of Latin. Naturally the high school was in the same condition. This young woman specialized in Latin and on graduation was given strong endorsement by the Latin department. She is now teaching Latin in a small high school where she is the only teacher in that subject. So far none of her students have entered any other college than the one from which she came. Some day they will go elsewhere and she will be horrified to learn that her work is so far below modern standards as to make it well nigh worthless for college preparation. This is an extreme case, but

an actual one and can be duplicated again and again from the writer's own observation. It is evident that in such cases the blame rests less upon the teacher than the college which educated the teacher.

THE superintendent's excuse for seeming carelessness is easily stated. He is asked, usually in the rush of work that accompanies the close of a school year, to fill out anywhere from one to sixty certificates, each one of which gives the details of the four years' work of a particular student. From the very nature of the circumstances he must in many cases depend for his facts on the formal records of the school, and the least confusion in these may easily lead him to make a serious blunder.

COLLEGE authorities have no excuse when they grant certificate rights to a weak school located near the college. In such a case it is possible for them to visit the school and determine its standing by personal inspections, but the case is widely different when an institution on the Atlantic Seaboard is asked to grant certificate privileges to a school in the Mississippi Valley. In such cases it was formerly the usual custom to rely upon correspondence; and errors were not merely possible, but were of frequent occurrence.

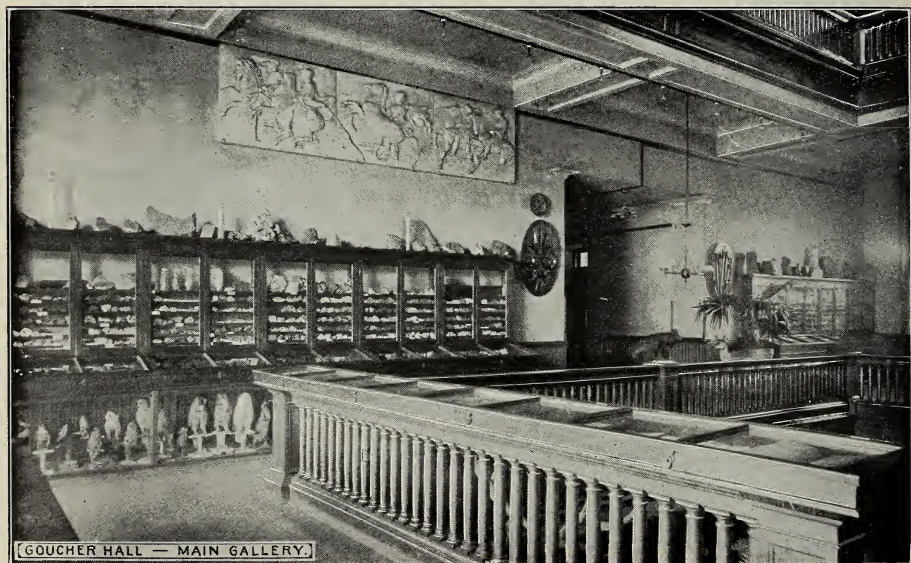
ONE of the most important undertakings of the great associations of colleges and preparatory schools has been an attempt to remedy the defects of both the examination and certificating systems. Early in December, 1899, the Association of Colleges and Preparatory Schools in the Middle States and Maryland passed resolutions urging the establishment of a joint College Entrance Examination Board composed of representatives of colleges and secondary schools in the Middle States and Maryland, with the request that the various colleges in this territory accept the results of the examinations conducted by this Board, for the ground covered, in place of their own entrance examinations. In accordance with these resolutions, delegates from colleges and preparatory schools within the Middle States and Maryland met at Columbia on December 22, 1899, and organized the "College Entrance Examination Board". The Board thus organized has expanded until now it is a national organization, composed of seven representatives from the preparatory schools and representatives from the following colleges: Adelphi College, Barnard College, Brown University, Bryn Mawr College, Bucknell University, Case School of Applied Science, Colgate University, Columbia College, Cornell University, Harvard University, Johns Hopkins University, Massachusetts Institute of Technology, Mount Holyoke College, New York University, Rutgers College, Swarthmore College, Syracuse University, Union College, Uni-

versity of Pennsylvania, University of Rochester, University of the State of New York, Vassar College, Washington and Jefferson College, Wellesley College, Western Reserve University, Western University of Pennsylvania, Woman's College of Baltimore.

THE first point in which the Board was of assistance to the preparatory schools was in unifying the definitions of entrance requirements. The amount of work required for admission to the leading colleges did not vary widely, but there was such a wide diversity in the topics included under a given subject that the instructor whose classes included students preparing for several different colleges was at a loss how to arrange his work. Fortunately this question had already been taken up by such learned societies as The American Historical Society, The American Philological Association, The Modern Language Association, and by committees of the National Educational Association, so that the new formed College Entrance Examination Board found a set of definitions of preparatory subjects already created by bodies whose right to speak with authority could not well be questioned. These definitions, with a few minor modifications, were accepted by the Board, and today the work included in the definitions of the Board and covered by its examinations is accepted at practically the same valuation by nearly all the colleges of the country.

IT is doubtful whether an examination can ever be entirely free from the element of chance, but the Board has endeavored to reduce this element to a minimum. In the first place, the examinations in each subject are prepared by a committee of three, two from the colleges and one from the preparatory schools. Papers thus prepared are less liable to unfair difficulty, to undue emphasis on particular topics, or to the eccentricities that sometimes mar papers prepared by individuals. In the second place, no student's paper can be marked below 60%, except by the joint action of two readers. In the third place, any student who is dissatisfied with the markings of the Board may have his papers forwarded to any college he may desire, to be reviewed by the college authorities. It is doubtful whether the element of chance in an examination can be any further reduced. To obviate the necessity for long and expensive railroad journeys on the part of candidates for examination, the Board arranges to give these examinations at a large number of points in the United States and Canada and in the principal foreign centers. The success and importance of the work of the Board are well shown by the extracts from its annual report which were published in the last issue of the BULLETIN.

WHILE the Middle States and Maryland Association was endeavoring to improve the examination system, the New England and North Central Associations were at work upon the certificating system. At an earlier date the state universities of the Mississippi Valley had established a system of inspection by which each university looked after the schools of its own state, and if it found them satisfactory admitted their graduates without examination. The natural outgrowth of this plan was a system of exchanges by which a university of one state granted certificating rights to the schools vouched for by the universities of other states. Still further development led to the formation of a single certificating system, covering the entire terri-



tory included in the North Central Association. Somewhat similar conditions have led to the formation of a New England certificating board. By the formation of these two boards the chief problem of the certificating system, the securing of adequate inspection, has been solved for a large part of the country. It is probable that the near future will witness the formation of similar associations for the remaining divisions of the country and the establishment of some system of exchanges among the associations, so that a school which is endorsed by an association covering its territory will be entitled to certificate privileges at all colleges accepting certificates.

FORENSIC HONOR LEAGUE.

SEVERAL institutions, including Oberlin College and the Universities of Michigan, Iowa and Minnesota, have formed new honor societies, membership in which is given to men who have honorably represented their college in oratory or debate. It is now proposed to form an intercollegiate organization, with the view of creating an honor society which shall be to the work of the literary societies what Phi Beta Kappa has been for so long to general scholarship.

THE NEW ENGLISH ENTRANCE REQUIREMENT.

TEACHERS of English who have objected to the college entrance requirements in that subject on account of the small latitude allowed the individual teacher in the choice of books to be read will probably be pleased with the new list recommended by the recent Columbia conference for the years 1909, 1910, 1911. This Conference was organized in the regular way, and consisted of committees from the New England Association of Colleges and Preparatory Schools, The Middle States and Maryland Association, The North Central Association, and The Southern Association. The full text of the requirement as recommended by the Conference is given below. It will undoubtedly be accepted by the various Associations with little or no modification.

(A). READING AND PRACTICE. *

A certain number of books will be recommended for reading, ten of which, selected as prescribed below, are to be offered for examination. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In every case knowledge of the book will be regarded as less important than the ability to write good English. In place of a part or the whole of this test, the candidate may present an exercise book, properly certified to by his instructor, containing compositions or other written work done in connection with the reading of the books. In preparation for this part of the requirement, it is important that the candidate shall have been instructed in the fundamental principles of rhetoric.

1909, 1910, 1911 :

Group I (two to be selected).

* No candidate will be accepted in English whose work is notably defective in point of spelling, punctuation, idiom, or division into paragraphs.

Shakespeare's *As You Like It*, *Henry V*, *Julius Cæsar*, *The Merchant of Venice*, *Twelfth Night*.

Group II (one to be selected).

Bacon's *Essays*; Bunyan's *The Pilgrim's Progress*, Part I; *The Sir Roger de Coverley Papers* in the *Spectator*; Franklin's *Autobiography*.

Group III (one to be selected).

Chaucer's *Prologue*; Spenser's *Faerie Queene* (selections); Pope's *The*



Rape of the Lock; Goldsmith's *The Deserted Village*; Palgrave's *Golden Treasury* (first series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group IV (two to be selected).

Goldsmith's *The Vicar of Wakefield*; Scott's *Ivanhoe*; Scott's *Quentin Durward*; Hawthorne's *The House of the Seven Gables*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; Dickens' *A Tale of Two Cities*; George Eliot's *Silas Marner*; Blackmore's *Lorna Doone*.

Group V (two to be selected).

Irving's *Sketch Book*; Lamb's *Essays of Elia*; De Quincey's *Joan of Arc* and *The English Mail Coach*; Emerson's *Essays* (selected); Ruskin's *Sesame and Lilies*.

Group VI (two to be selected).

Coleridge's *The Ancient Mariner*; Scott's *The Lady of the Lake*; Byron's *Mazeppa* and *The Prisoner of Chillon*; Palgrave's *Golden Treasury* (first series), Book IV, with especial attention to Wordsworth, Keats, and Shelley; Macaulay's *Lays of Ancient Rome*; Poe's *Poems*; Lowell's *The Vision of Sir Launfal*; Arnold's *Sohrab and Rustum*; Longfellow's *The Courtship of Miles Standish*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Evelyn Hope*, *Home Thoughts From Abroad*, *Home Thoughts From The Sea*, *Incident of The French Camp*, *The Boy and The Angel*, *One Word More*, *Herve Riel*, *Pheidippides*.

(B) STUDY AND PRACTICE.

This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon subject-matter, form and structure. In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English history to which the prescribed works belong.

The books set for this part of the examination will be :

1909, 1910, 1911: Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

A NEW ACADEMIC MOVEMENT.

IT was suggested in 1904, by the German Emperor, that both American and German universities might with profit establish a system of interchange of professors. It was felt that in this way the students of each country might come to a better understanding of the other. The plan thus suggested was further elaborated during the past summer, in a conference between the German Emperor and President Butler of Columbia University. The result of the conference is stated by James H. Canfield, of Columbia University, in the December number of the *Review of Reviews*, as follows :

"It was determined that a professorship of American history and institutions, to be known as the Theodore Roosevelt Professorship, should be established in the University of Berlin by and under the general direction of Columbia University. Incumbents are to be appointed by the Prussian Ministry of Education, with the sanction of the Emperor, upon nomination of the trustees of Columbia. Nominations need not be confined to the officers

of Columbia, but the University may name any scholar of standing from any other American institution of learning, or even from the ranks of those who may be called scholarly laymen. The term of office of each incumbent will be one year. It is hoped that any one appointed from any American college or university will be granted leave of absence, with at least half-pay, to undertake these duties.

"The plan of this work includes definite lectures in course, covering American history—especially, perhaps, political history; American constitutional and administrative law, with particular reference to the history of the development and interpretation of such law; the more fundamental and prominent problems and movements in this country in economics and sociology, emphasizing naturally the industrial policy and growth of the country; very complete discussion of the rise and progress of public education on this side of the Atlantic; and, later, a discussion of American contributions to art and literature, and to the sciences,—especially, perhaps, within the field of applied science.

"This undertaking has been made possible by the intelligent generosity of Mr. James Speyer, of New York City, who has placed in the hands of the trustees of Columbia the sum of fifty thousand dollars for the endowment of this professorship. This is not the first proof which Mr. Speyer has given of his generosity, of his intelligence, and of his patriotism. By this last act he has earned the indelible gratitude of his fellow-citizens and fellow-countrymen."

THE STUDENT GOVERNMENT CONVENTION AT BRYN MAWR.

THE second intercollegiate Student Government Convention met this year at Bryn Mawr November 4th. The movement toward united effort in this line is comparatively recent. Last year, in response to invitations from Wellesley, delegates were sent to that college, and the inspiration and promise of real advantage resulting from that conference has led to its perpetuation. This year eleven colleges responded to Bryn Mawr's invitation, and the delegates assembled with a purpose similar to that of last year, to encourage student government by giving mutual aid through the interchange of ideas and suggestions.

The convention met in two sessions. The first was an open meeting held on Saturday morning, at which reports were given by the presidents of the organizations represented. The meeting was called to order by Miss Lucia Ford, president of the Bryn Mawr organization, who, after welcoming the delegates, called upon the speakers, as follows: Miss Eustes, of Wellesley; Miss Adams, of Baltimore; Miss Evans, of Barnard; Miss Barr, of Brown; Miss Bessy, of Cornell; Miss Pettee, of Mt. Holyoke; Miss Dodd, of Smith; Miss Dimock, of Vassar; Miss Kobsley, of Wells; Miss West, of



Wilson, and Miss Reilley, of Bryn Mawr. All of the reports were interesting and helpful. They showed a general similarity in the character and method of work of the various organizations, officers, proctors, and executive committee existing in almost every case, yet no two were exactly alike, each having rules and regulations especially adapted to the needs of its own college.

The afternoon session was devoted to a discussion of the advisability of an organization of the individual associations, with the object of perpetuating the annual conference and of establishing a basis of membership to it. Two opinions were strongly supported. First, that there must be organization if any effective results are to be obtained; that a constitution should be adopted which would limit membership to colleges having a certain standard of schol-

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arship and having some form of self-government. The second position taken was that an organization is unnecessary ; that the conference had better continue as it is, open to any college sufficiently interested in self-government to send delegates, since the conference, whose object is mutual assistance in the advancement of self-government, could best attain that object by being unrestricted. Thus, small colleges, though not ranking equally with others in scholarship, but nevertheless practicing self-government, would not be excluded, nor would those colleges without self-government, but in sympathy with the principle and applying it in a different way, be debarred from the benefit of the conference. The general opinion finally seemed to be that organization would be the more advantageous method, but that it should be as little binding as possible, and that the basis of membership should be most carefully considered in order not to exclude any college that might be able to give help or be helped. No decision was made, but the whole question was left in the hands of a constitutional committee with Miss Ford as chairman, which is to draw up a constitution to be presented and voted upon at the next convention. A vote of thanks was then given to the Bryn Mawr organization for their kind reception and entertainment of the delegates, and the meeting adjourned.—*The Kalends*.

TO THE ALUMNAE.

THE editors of *The Kalends* request us to call your attention to the fact that the February number for this year, as last, will be devoted to the interests of the Alumnae. Contributions for this issue will be received gladly by *The Kalends'* editors, but should be in their hands not later than January 25th.

CALENDAR OF THE WOMAN'S COLLEGE OF BALTIMORE.

NOVEMBER.

November 3.—Reception to the International Board of Women's and Young Women's Christian Associations.

November 21.—Annual Meeting of the Board of Trustees of the College.

November 30. } —Thanksgiving Recess.
December 1. }

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